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MANAGEMENT DEVELOPMENT.

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AMONG THE ESSENTIAL PERSONAL QUALITIES REQUIRED OF SUCCESSFUL MANAGERS OR POTENTIAL MANAGERS, A BALANCED TEMPERAMENT AND THE CAPACITY TO SEE THE OTHER PERSON'S POINT OF VIEW SHOULD BE STRESSED. FULLER AND BROADER KNOWLEDGE, GREATER SKILL IN JUDGMENT AND DECISION, AND GREATER MATURITY IN EXERCISING RESPONSIBILITY AND INTERPRETING EXPERIENCE MUST BE ACHIEVED IN THE TRAINEES. THEREFORE, COMPETENT MANAGERS MUST NOT ONLY PROVIDE FOR THEIR CONTINUING SELF IMPROVEMENT AND INCREASE OVERALL MANAGERIAL EFFECTIVENESS, BUT MUST ALSO ENSURE THAT THEIR SUCCESSORS BECOME EVEN MORE COMPETENT THAN THEY THEMSELVES. PROGRAM EVALUATIONS, APPRAISALS OF INDIVIDUAL DEVLOPMENT, AND PLANS FOR FURTHER ACTION REQUIRE STRICT OBJECTIVITY. THE SERVICES OF A MANAGEMENT DEVELOPMENT ADVISOR MAY ALSO PROVE VALUABLE. (THIS DOCUMENT INCLUDES A REVIEW OF THE RECENT BACKGROUND OF MANAGEMENT DEVELOPMENT IN BRITIAN.) (LY)

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MANAGEMENT

ITS NATURE AND SIGNIFICANCE

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Chapter 6

Management Development

THIS title brings up for consideration one of the most frequently discussed topics on the contemporary scene. There has been in recent years a veritable *crescendo* of interest and talk about this topic, more particularly talk, but it is difficult to find a realistic outcome of other than streams of men being sent off to various study courses, in ever-increasing numbers. From this the benefit has redounded mainly in the form of profits to the organizers of the courses though it has to be admitted that there has been some spread of management knowledge among the participants, and, one hopes, some acquisition of additional skills in management techniques and know-how. Heaven knows how many thousands (or is it already millions?) of management man-hours have gone into courses and seminars in the past ten years! Does British industry or the national economy show any real benefit? Everything in contemporary comment, starting with the National Plan, of 1966–70, suggests that, regrettably, the answer to this question must be in the negative. If anything, the dominant feature of opinion is a strong disillusionment about courses; this may be just as well, because it will serve to kill the easy-going view that merely sending men on courses represents either a policy or a programme in management development.

Loud and numerous complaints are still to be heard from Managing Directors that they have no men available for promotion when vacancies crop up, and this holds good even among those companies which are spending heavily on training and development. The first probable explanation may lie partly in the Board of Directors' or the Managing Director's not really knowing what they are after or not realistically appreciating what management development should mean. The advisory assistance that serves these top-management teams

stems mostly from the personnel officers or training officers with a personnel background, men who have come up professionally from employment service, from industrial relations and from operative training, with no background knowledge of management practice on their own account, and no experience of operational management even at supervisory level. These professional personnel and training men are an interesting by-product of Britain's past. They represent, as it were, a continuation of the national conscience about the bad social environment that accompanied industrialization and the poor or negative industrial relations that emerged as the accompaniment of Britain's rise to industrial power. Serious attention to personnel matters and human relations started in the Second World War, especially after the Essential Work Orders of 1941 which made specific attention to these matter compulsory in war-time production factories, and the statutory provisions necessitating the employment of specialist officers. Prior to 1940 there was in British industry hardly a handful of personnel officers, other than the women welfare officers to be found in the then newer light industries. An interesting reflection of this pre-war situation was seen at a professional conference held in 1942, the first of its kind for male personnel officers; it gave rise to a good deal of acrimony and bad feeling on the part of the women professionals, because of the invasion of their hitherto virtually exclusive preserve; but the invasion was not bigger than two hundred men in the third year of the war. The growth continued in post-war years owing to labour shortages and other complex problems involved in industrial rehabilitation. These focused attention on human relations, consultation and communication as important keys to lower level management effectiveness, especially among the supervisory grades, the point of impact of management on performance. It will be found that most of the early courses for junior managers and supervisors (as well as the occasional appreciation conference for higher management) had "human relations" or "personnel management" topics either as their only subject-matter or at least as the main point of emphasis. Slowly the interest began to widen to other personnel services, including graduate recruitment and training, and it soon became the established

tradition for personnel officers to "look after" supervisory and management training. In more recent years the activity has been rechristened "management development"—possibly because the operational managers objected to being thought of as needing training from the personnel officers! In accordance with the rechristening, the officers themselves began to assume the more grandiose title of "Management Development Adviser," adding significantly to their importance and status, but hardly adding to their own management skill or knowledge.

OBJECTIVES AND FRAMEWORK

A correct look at management development seeks to do more than just make managers better, important though this is. It could be succinctly described as the systematic improvement of executive and business competence, and it occurs overall in three major phases—

1. Contributing to the advancement of the managerial calibre and attitude of the men charged with technical and business responsibilities in the various positions forming the organization structure.
2. Deliberately pursuing opportunities for improving management techniques and practices which are applied in the control of day-to-day operations and in normal business decisions.
3. Effectively and appropriately reviewing and pursuing opportunities for commercial advancement through technological development, through diversification of activity, or through increase of market potential.

Even though one or more of these three facets of growth and development may be actively pursued in many companies, they are mostly not interrelated: in fact, in most organizations each would fall under the jurisdiction of separate divisional management. There are, however, important benefits to be obtained from some inter-association of these seemingly different phases of growth activity. Achievement of success in management and business development is largely a matter of mental attitude. First of all it depends on that of the Board of Directors and top

management which should form a climate of opinion favourable to nurturing the required developments; secondly it depends on that of the senior and intermediate managers whose development in competence is being pursued. These levels of outlook are often most readily reflected in two aspects of everyday management practice—

(*a*) in relation to the extent and reality of delegation of responsibility from higher to lower executive positions;

(*b*) in the attitude of individuals and of the enterprise as a whole towards the achievement of "change" in the pursuit of progress.

The top-management attitudes will also be reflected in the policy which governs development programmes and forms their foundation in application. In the normal run of business enterprise, the exercise of management responsibilities covers activities for which skills are required in five directions, which can be summarized under the following headings—

Technology: design, development, manufacturing, process planning, specifications: the skills of applying appropriate technical knowledge and standards to the phase of activity covered by the responsibility defined as delegated.

Economic Operating: attaining and maintaining high standards in quality, performance, progress, costs and profitability: through the medium of techniques for determination of effective objectives, for planning and control of operations, for appropriate co-ordination.

Man Management: the appointment, training, motivation, command and care of the personnel required for the effective performance of operations and for the successful attainment of objectives in accordance with standards and targets.

Co-operation: promoting and reciprocating the degree of executive, technical and specialist co-operation essential to effective and economical performance and to progress in pursuit of profitable change.

Customer Relations: promoting and maintaining co-operative relationships with customers and potential customers effective to continuing profitable business; or (if more appropriate) with suppliers and other outside centres of service.

All five are pertinent to most management positions, though with different degrees of extent and emphasis according to the nature of the position. As seen from the analysis in earlier chapters, the essence of the management role within these five facets of activity lies in the balanced exercise of two sets of personal skills, one primarily of a mental order and the other more specifically behavioural—

(*a*) deliberation leading to judgement and decision, such as to determine objectives or targets, the means of approach to attaining them, and the mode of control of achievement;

(*b*) motivation and supervision in relation to the people whose activities are involved in the accomplishment of the given targets or objectives.

THE PERSONAL FACTOR

The aspects of development concerned with business and management practice (i.e. the second and third of the objectives listed above) will form the subject-matter of the following chapter; here the main consideration is that of the first objective, the development of the managerial calibre and attitude of the managers themselves, the plane of personal managerial competence. The aim of this personal development and growth is to enhance the skill of the managers in their judgement and decision and in their application through each of the five facets; and this aim itself has two lines of interest—

(*a*) to contribute to improving the abilities of *all* managers in the organization, so as to promote overall effectiveness in the enterprise;

(*b*) to give special help in growth to those selected managers who seem to be suited for rising competently to the highest positions.

The former of these two lines of interest has in itself two aspects: that of raising the overall average of knowledge and performance within any one firm or throughout industry; and the second aspect, that of raising the below-average managers up to the average level, despite its continuing gradual improvement. These various lines pursued together will make available

to a business a flow of men well-prepared to take over executive and specialist responsible appointments arising in the course of growth, of diversification, or of acquisitions and mergers. In all management positions this systematic attention to personal managerial competence will enhance recognition of the basic underlying management objective of effective performance resulting in profitable enterprise. One of the major problems in this task lies in the fact that the greater part of the present generation of Britain's top management antedates the emergence of serious interest in management development, and accordingly many present top managers do not have in their own make-up and background systematic *professional management know-how* nor the benefit of serious studies of management practice.

Quite early in any consideration of management development the major topic of "selection for management" has to be encountered. This is fraught with contention based primarily on predilection or prejudice; nobody has so far worked out what really makes the effective manager tick, or how far personal disposition and make-up contribute to his effectiveness. There used to be controversy as to whether managers are "born" rather than "made": what was implied by those who supported the former was that management skill and effectiveness is an innate capacity of hunch or flair. What was really being thought of here was more particularly the entrepreneurial hunch or commercial acumen, connoting a skill in judgement of profitable objectives, rather than of competence in management in the sense in which it has been defined above. Activity in the management selection field has been much in evidence in recent years through the welter of Press and journal advertising, and the extensive growth of specialist firms offering selection services: it has become clear from these announcements that there is a recognition of some commonly needed characteristics in management calibre, and a certain composition of personality qualities which are thought to underlie the skills of the effective manager. Specifications naturally call additionally for knowledge and know-how in a number of directions specific to the appointments being offered, supplemented by an appropriate mixture of experience. It is the fully made-up man with this

kind of background that the management development programme seeks to produce by nurturing him in the course of his career with the company, as distinct from expecting to buy him in from outside later in life and ready-made.

Over many years hardly any subject has been more widely argued about from differing points of view than that of the personal qualities supposed to make for or contribute to the successful practice of supervision and management. There has been no realistic research to provide factual data, and much of the argument has stemmed from confusion over concepts—for example, the confusion of "management" and "commercial acumen" just referred to, or in another aspect of the "born, not made" controversy with roots in somewhat glamorized notions of leadership. All this has largely disappeared from discussion, fortunately. Today's widespread view recognizes that there *is* such a thing as "a born manager," but it also recognizes that many others can be "made" competent or more competent. The analytical review of the management process in earlier chapters can help to clarify this problem, though some degree of recapitulation becomes unavoidable. Management competence calls for two sets of skills in human or personal qualities—

(*a*) those of intelligence or mental calibre, in relation to the appraisal of situations, the assessment of data and the consequential taking of decisions (i.e. the judgement factor);
(*b*) those of personal impact or behaviour such as to foster good motivation and co-operation (i.e. the attitude factor).

In the complex economic and technological circumstances of contemporary industry there can be little doubt about the importance of intelligence in the make-up of the successful manager: the bigger or the more complex the managerial task, the greater the requirement of intellectual calibre or mental capacity. Yet caution is needed in interpreting this requirement; the "high-fives" in intellectual capacity are undoubtedly needed for the top management positions of the bigger industrial and commercial concerns, or for responsibilities where creative marketing expertise is called for, but it would be a mistake to argue that *high-level* intelligence is *essential* to *all* management. There are indeed many managerial positions and responsibilities

where a good average of mental ability is adequate if it is assisted by other factors. Experience has shown on a number of occasions that high intellectual capability can be detrimental to good management, because it tends to inhibit adequate appreciation of the normality or ordinariness of mind and behaviour of the many people who make up any organization. Such an eventuality, it could of course be argued, really means that the high intellectual capacity has not been adequately exercised! It is very doubtful whether the other end of the scale has any validity—it is unlikely that *below-average* intelligence can be of any use in managerial roles, except those that are very simple and circumscribed.

Avoiding extravagences and unrealistically glamorized views (and recognizing that commercial acumen is a separate skill from management), an analysis of the experience of a large number of managers has suggested that the following is the basic collation of personal qualities underlying the competent manager when he has been supported by the appropriate studies and techniques—

1. A competent mental ability which is a combination of planning sense, foresight, and orderliness of mind, and which will result in a capacity and willingness to think straight, and in soundness of judgement on the available facts and figures.
2. A sense of systematic approach to situations and problems, coupled with a resoluteness in coming to decisions.
3. Ability to see the other person's point of view and to be as critical of oneself as of others, so that there is no inherent barrier to working with other people.
4. Integrity, in the sense of mental honesty.
5. A restrained self-confidence, coupled with initiative.
6. A combination of resourcefulness and persistence, but not to the point of obstinacy.
7. A balanced temperament, without the impairment of emotional instability, marked inferiority sense, aggressiveness, or a self-centred outlook.
8. A sense of humour or of cheerfulness.

It is on this foundation that the "development" of management skills and attitudes is built up through experience under

the guidance of the more competent senior managers; and to this is added the acquisition of know-how through the study of the practices and techniques of supervision and management. It goes without saying that more know-how, more skills and greater personal development are requisite for managerial positions than for supervisory roles. When the "full manager" has been prepared with his supporting professional expertise, the combined mental and personal impact that he should be able to make on the situations and responsibilities under his control can be summed up as follows—

(*a*) A *factual* approach to situations and circumstances; an inborn reluctance to judge off the cuff, by hunch; the recognition that judgement means the sizing up of facts, and that such judgement is the only sure foundation for decision.

(*b*) A corresponding readiness to be *systematic*, to prefer order to chaos; the liking to have things right and to know that system underlies discipline, which in turn will support wisdom of judgement.

(*c*) The *readiness for change:* this is the characteristic of the progressive mind, and the hallmark of the successful manager; nothing in economic affairs is so certain as the significance of "change" to progress and to growth; without change, vitality has no meaning.

(*d*) Yet in face of change, the effective management attitude must be one of *reliability and patient persistence;* the manager has to initiate the change, to pursue and foster its successful accomplishment—something he can do only if he can convey the conviction of assurance.

(*e*) Such assurance is part of the means of *taking people with him*, another important feature in attitude steming from the recognition that "people matter"; with this will go appreciation of many of the natural human foibles that are the enemy of progress and effectiveness; chief among them the basic human conservatism and insecurity which breed an anxiety and resistance to "change."

(*f*) A special facet of the foregoing arises inherently in the role of every manager—the ready recognition of the *nexus of co-operation* in-woven in the very fabric of the management

process; a manager has *his* role to fulfil, true enough, but he has equally the essential role of co-operating in the overall management flow of which the organization forms the framework.

(*g*) The willingness to *learn*, and to go on learning. The effective manager will always recognize that he has something to gain from experience and from studies. He can stop learning only when he stops earning—that is to say, when he retires. He has also to recognize that he must encourage his subordinate managers and staff similarly to learn. A manager has failed in his true obligations if he does not bring along behind himself up-and-coming managers who are more competent that he is himself.

BALANCE OF DEVELOPMENT

Without entering into the much-argued (and perhaps permanently controversial) question of how far human capabilities are primarily innate as distinct from latent for development; experience has proved beyond all doubt that a great deal can be achieved to improve managerial attitudes and skills by systematic constructive direction. Experience supports the recommendation of a serious policy and programme for development, involving a combination of "knowledge" and "varied experience" such as to enhance ability to exercise judgement and to reach decisions in fulfilling delegated responsibilities, as well as the capacity to win co-operation from colleagues or from men and women under command. It is a common fallacy to assume that "management development" should be directed only to producing a stream of "high flyers"—replicas of the outstanding entrepreneurs who become the highlights of the business world. Such men are rare, right at the peak of the distribution curve by reason of an innate commercial skill that cannot be reproduced by copying: attempts to mimic such men by artificial reproduction are little else than folly. There is a considerable commercial and national benefit to be reaped from the more pedestrian objective of advancing the managerial skills of the average managers more nearly towards the standard of the existing better managers, and then, of course, continuing

to enhance the competence of all. This is a worthwhile and attainable objective of any management development programme, and to this both knowledge and experience must contribute—

Knowledge: There may at times be a need for enhancing knowledge (including "bringing up to date") in technical fields pertinent to some management positions; more usually the requirement relates to enhancing knowledge of management practices and techniques: among these latter should figure for most managers a cross-section of techniques for planning and control, as well as of those attitudes and behaviour patterns that promote good motivation and co-operation leading to effective and economical performance. Knowledge of techniques can be imparted at study courses or can be acquired from participation in specialist activities conducted within an organization in the fields of "management services"; improvement of attitudes can often stem from serious "case" sessions, especially on a "group dynamics" basis.

Varied Experience: However much a man learns from attendance at courses on management techniques, he cannot attain any full measure of competence without the benefit of first-hand experience of responsibility, with some expert guidance in the skills of exercising it, including particularly the human relations and social skills: this fact stems from the unavoidable interrelation of personal qualities and attitudes with the exercise of management authority. In addition, competence in these skills is enhanced by breadth of outlook, by knowledge of the activities and methods of other departments, and by the co-operative outlook which stems both from personal contacts and from understanding the viewpoints of other people in similar positions elsewhere.

Human Relations: The human nexus of effective performance is an all-pervading web in which any individual manager is inextricably enmeshed, putting upon him never-ceasing demands for consultation and communication—listening as well as talking or writing!—out of which effective command and co-operation are generated. There is much

that a manager *can* learn here from selective studies, especially on a "case" basis, but his best advancement in these more intangible and subtle skills will come from deliberate and constructive self-development, as part of learning from experience: weekly, daily, hourly the manager lives in circumstances and situations vibrant with human relations from which he takes experience willy-nilly, for good or ill, and it must be part of his own self-direction that he finds the ways and means of drawing only the good that will contribute to his skilful competence in man-management and co-operation. Others, his seniors and his specialist personnel colleagues in particular, can help him, and he will be wise to include the recourse to such help in his constructive self-direction; here is another channel through which the guided experience can flow beneficially.

POLICY AND PROGRAMME

Management development begins because the heads of the business, and the Managing Director in particular, have decided that this is an important aspect of the company's vitality and growth potential, and that they will seriously do something about it. In effect, they have formulated a "policy" as the foundation for effective action: this in turn will need to find its expression in a twofold programme: one aspect regarding the current and future needs of the business as a whole; the other providing for the varied patterns of training and development specific to individual personnel. The two are obviously interrelated. The background of the programme lies in the known responsibilities of the executive and specialist positions forming the organization structure, reflecting the delegation from the chief executive. These responsibilities can be readily interpreted into "specifications" showing the qualifications and features required for competent exercise of the various managerial and specialist roles. Such specifications would cover, for example: the personal make-up called for; the level of mental calibre; what scholastic or technical background and qualifications are desirable; the significance of up-to-date technological experience; the specific management knowledge required, the

relevance of particular techniques; the extent of specific previous experience; desirable age limits (if any). In effect, these specifications show for each position the relative significance of the five facets of management practice outlined in an earlier paragraph; they thus form a guide to the kinds of managerial or specialized skills called for and so help to shape the development programme. Positions and circumstances do not remain static; inevitably, therefore, the specifications will need occasional review.

Some specific attention must be given to "future needs." This calls for an outline forecast of the management or specialist positions to be filled in future years due to known retirements, to already foreshadowed growth of trading, or to projected new ventures: some firms take these forecasts ten or more years ahead, but a four to seven-year period is normally an adequate working basis. Nor does the forecast need to aim at any precision of accuracy; it is the broad guide that is the more important.

So far as the programmes for the development of managers are concerned, these will be a combination of some elements common to all the managers and others specific to individually identified needs. The common elements represent the essence of skill in management practice, and can be summarized in the three basic features that have already been indicated—

(*a*) the improvement of business judgement towards decision-making in the exercise of the delegated jurisdiction;

(*b*) the inculcation of better appreciation of the efficiency and economy of operations and how to attain them;

(*c*) improving ability in the human or social relations field, directed to the command and supervision of men and women employed, with the attainment of high morale.

There is today no more doubt that major contributions to these three features of managerial skill can be attained from attendance at appropriately designed study courses, provided they are conducted by tutors of proven knowledge and practical competence.

The specific elements in the programmes for individual managers are determined by a variety of circumstances,

including the outcome of the periodic appraisals (which are referred to again below). Overall, any one programme is a combination of arrangements or recommendations for: transfer to new responsibilities; promotion in the near future; special assignments; tours of duty; study courses; *ad hoc* training; membership of committee or study group; and the like—all directed to the widening of experience, to gradual growth in responsibility, to the inculcation of sound personal attitudes, to variety of judgement, to opportunities for self-development, to extension of knowledge. The kinds of opportunity that can be readily available include the following—

(*a*) Holding junior management responsibilities in other departments or undertaking special activities as an assistant to the department head.

(*b*) Serving as Personal Assistant or Deputy to a given manager or officer for a temporary period, with a clear mandate as to responsibilities carried.

(*c*) Temporarily taking over the responsibilities of a superior when absent on duty or leave.

(*d*) Assignments to specific tasks involving responsible investigation of problems and the determination of solutions, with the obligation to report back to a given manager.

(*e*) Responsible membership of selected committees or "working parties"; or occasional attendance as observer at a higher management committee.

The innovation of "business games", which were fashionable some years ago, was another form of guided management experience, valuable when properly integrated into a development programme; comparable advantages can be derived from small well-planned case-study groups under competent direction, thrashing out the whys and wherefores of selected practical management situations. In most companies there are in hand either continuously or from time to time a variety of activities calling for deliberation, evaluation, investigation, rough-and-ready experiment; these may be in fields of marketing or product development, or potential avenues of diversification, or methods improvements, possibilities of better economy, or the initiation of data processing systems. In part these will be *ad*

hoc and informal, but in many firms they are organizationally provided for through "management services departments" or "organization and efficiency committees," often with self-contained specialist staffs. Pursued exclusively on this basis, such units may result in highly satisfactory and efficient outcome from the deliberations, but a valuable opportunity for development of the non-specialists has been lost. Arrangements enabling the developing managers to be involved in these studies and services may minimally impair their own efficiency, but they can afford a potentially highly valuable medium for contributions to the advancement of management competence. Participation by other up-and-coming managers can, for example, offer the following benefits—

(*a*) providing for these up-and-coming managers experience in the study of practical situations and problems, and in the evaluation of results through the methods proposed for resolving them;

(*b*) enabling them to try out new techniques, to learn what these can offer, and how they can be successfully applied;

(*c*) involving them in a variety of experience in fields of activity which they might otherwise not meet;

(*a*) providing opportunities for stretching the mind, especially in directions different from those of previous or normal experience;

(*e*) helping to emphasize the significance of consultation and communication, and thus to develop a real appreciation of the co-operative sense.

What activities could and should be covered, or how these activities are to be welded into the programmes of management development, are matters to be considered and determined only in the specific circumstances of each firm or company, in terms of its own needs and situation. This is the primary task of the true "management development adviser," whether he be a full-time specialist staff member, or one of the directors with this role tucked under his wing. One thing can now be regarded as clear—why this role calls realistically for far more in the way of management knowledge and expertise than is customarily found in the make-up of the average Personnel Officer.

APPRAISALS

The pursuit of systematic development of up-and-coming managers is not possible without the support of an appraisal scheme providing for periodic assessment on the basis of best-attainable objectivity. Appraisal has to relate to behaviour and performance in a given role and, therefore, must be made by the immediate superior: this raises inevitable dangers of clouding objectivity through personalizing the assessment, but the superior has to reflect his own maturity in his effort to preserve unbiased judgement. An "assessment form" of suitable design is a valuable aid to objectivity, and experience in use of it strengthens independence of approach. This assessment needs to cover: personal skills, behaviour and attitudes; performance in the allotted role; management knowledge and competence; technical prowess as relevant. It should highlight strengths and weaknesses, and should point to ways and means of remedying the latter. How often the appraisal should be made is a matter for local judgement; certainly once in two or three years in the case of established personnel, and probably annually in the case of the younger men in development.

There is a benefit to be obtained from a supplementary check in the form of occasional "check interview assessments" by a knowledgeable third party not involved as superior—the appraisal being made on the basis of a depth interview, much as the selection consultant sizes up candidates for appointments.

There is little doubt that the acquisition of management skills in a younger man can be greatly assisted by his superior, if there is a display of genuine encouragement and support, and a readiness to give competent advice and guidance in dealing with the more complex and difficult problems. The superior can best give this support by his normal dealings with the junior manager; and this will be specifically supplemented by the occasional systematic review of the subordinate's discharge of his allotted responsibilities through the appraisal check-up. Such a review can, of course, be made as often as the senior manager deems fit, and for a younger man in a new managerial appointment or promoted to a higher role it could be sensible to make a more frequent, if less elaborate, systematic assessment

on the basis of some sort of *ad hoc* check list built up from the responsibilities delegated to the position: in the early stages of taking over fresh responsibilities, such guidance can be of considerable importance to successful initiation. A negligent and unhelpful superior can be as much hindrance to the growth of subordinates as any deficiency in their own make-up.

A particular facet of the senior's impact on his subordinate managers lies in the pattern of delegation, particularly the extent to which the delegation is effective and known to the incumbent. It was the argument of an earlier chapter that clear and realistic delegation of responsibility is a key to effective management practice. Nowhere is this more true than in the case of the energetic but soundly-based up-and-coming younger managers, whose capacities will thrive under the burden of realistic responsibility; and, equally, will atrophy under the frustration of boredom from deficient application of their mental abilities and energies. Many of the earlier "management trainee" schemes in the bigger companies failed for this reason: they afforded little more than insight in an observer capacity, and withheld far too long the true task of responsible service. To make responsibility effective is the main reason for advocating the "definition" of responsibilities —in no other way can the pattern of delegation be made clear to all concerned, so that each can exercise judgement and decision in the certainty, on the one hand, of avoiding conflicts, and, on the other, of promoting co-operation in sound performance. Effective delegation requires two further supporting aids—

(*a*) a knowledge of the policy, objectives and targets within which the responsibility is set;

(*b*) some means of information (e.g. "management accounting") objectively and specifically portraying performance against targets and/or achievements against costs.

All this means that delegation has its role in the management development programme as part of the contribution of experience: to be an onlooker at activities is not a way of learning responsibility or improving judgement; there must be a realistic "feel" of the situation to be dealt with, supplemented by the

guidance of the wiser mind, which can be attained only if the development programme for up-and-coming managers contains phases of service in roles carrying a known mandate of genuine responsibility, and the knowledge that performance is under scrutiny for subsequent objective and systematic appraisal.

STUDY COURSES

The point has already been made that systematic studies of management practice and techniques have their allotted place in a development programme, to contribute to the advancement of knowledge and skill. The major problem under present-day conditions is that of selecting appropriate courses of study from the considerable variety that are offered in many different educational institutions or under the auspices of professional societies.

Many of the courses serve well for "general management information" puproses, while others are specifically meant for the development of expertise in techniques. The formulation of this phase of a development programme, therefore, requires careful review of what is available, so that the appropriate selection can be made to fit in with individual needs, as disclosed from the appraisals. Techniques can certainly help in promoting management competence, but they are rarely the key. It *is* possible to set down a broad programme of the scope of management knowledge that could be expected as the background framework of the competent executive, but this would need to be refined into individual terms, in relation to the particular divisions of management activity and to the level of responsibility carried. There is, in fact, danger in the elaboration of a general programme of management studies, because it can lead to the erroneous supposition that this is the only approach required. Very different indeed is the true requirement—nurturing of personality development in relation to soundness of judgement and decision and to the successful accomplishment of motivation and co-operation: whatever studies contribute, the major influence is that of the wise guidance in the interpretation of experience.

IMPLEMENTATION

Within the compass of the present context, it is not practicable to attempt setting out and illustrating the full-scale programme of action called for in implementing a policy of management development, but an outline review of the major features may still be useful. Inevitably, this involves a measure of recapitulation of the foregoing content of this chapter, though presented now in a more integrated pattern and from a less analytical standpoint. The starting-point must be a re-emphasis of the *individual* character of the policy, the programme, and the action—individual, that is, to the company concerned and to its managers. The objectives and the modes of approach are, by contrast, common enough: the improvement of management performance, the betterment of competence of all managers, the gradual identification and advancement of the selected few destined to go to the top. The matching of the common objectives with the individual pattern of achievement starts by finding the answers to four questions: What have we got to build on (in the way of men and women as potential for managerial development)? What are we aiming for (in the pattern of responsibilities to be undertaken and future positions to be filled)? How are we faring (in both the progress that individuals are achieving under development and in the application of the programme overall)? What else have we still to do (in both these two same respects)?

In real life, the start is with a group of men and women who are the up-and-coming managers, or potential managerial candidates, in the company concerned. Any one of these people will have his or her peculiar personal make-up and mental attitudes, supported by knowledge and qualifications acquired in selected technological and/or commercial fields; added to these experience acquired in the course of a career to date. What nature and extent of development programme is called for, so that this individual can realistically benefit in maturity of competence and impact, can be determined only by an objective assessment of the accumulation of all these present factors, coupled with some appreciation of how he is coping with responsibilities currently carried. There is no research

which has proved that management skill is specifically inborn; as already noted, common sense itself dictates that some inborn combination of personal characteristics and attitudes enable their possessors the better to develop skills of management—a fact that is no less and no more true in this context than in any other field of human capacity or endeavour: there are the men and women naturally gifted for whom it requires very little development to enable their skills to be at a maximum, and there are others who, with latent abilities, need a greater degree of care in nurturing their qualities. One statement can be made quite firmly in regard to management skill, that it definitely *cannot be implanted if the personal dispositions are all negative to its development.* The basic personal question thus becomes: What are the minimum essential qualities which can connote at least the absence of negative influences which would inhibit the development of management skill? To this depressingly prosaic question a suggested answer has already been given (*see* page 180). In relating this outline assay to the individuals in everyday life, two of the features assume particular importance, namely, "capacity to see the other person's point of view" and "balanced temperament." The attainment of co-operation from and with people rests first and foremost on recognition of *their* role and contribution, and of *their* human standing: this is the leading edge of the big question of "motivation," many aspects of which have been referred to or covered elsewhere in this volume. The manager who starts by having a normally balanced emotional make-up, or who recognizes his own idiosyncracies in this respect, has the first requirement for skill in securing co-operation; if he then has a capacity to be objective about people and human relations, and can readily see situations as though with the eyes of others, he is a long way along the road to successful accomplishment of co-operation—enabling the social processes of co-operation in listening, observing, consulting, informing, communicating, promoting security, promoting participation, to be *normal* elements in his own attitudes for everyday behaviour. Some persons have naturally that personality from which these processes flow as an unconscious pattern of relationships; other, differently made, have to exert deliberate influence over their own natural inclinations

if these processes of co-operation are to be fairly reflected in their action. These latter are not "worse made" persons, and their skills in attaining co-operation may be none the less for being partly deliberate; they may have a more difficult personal task in this way, but they may also secure a larger and more constructive response, because there is purposeful deliberation behind their action. For them, the skills of co-operation do not happen to be easy of attainment; their more deliberate exercise could imply firmer leadership and perhaps sterner discipline, but may equally well imply more stable management with correspondingly greater respect and acceptance from subordinates and colleagues. The argument implies clearly that the social skills can be nurtured, a basic principle for any possibility of management development: if this principle is denied there is no point in further consideration of "improving manager performance." Fortunately, a considerable accumulation of experience confirms its validity.

The second question has been answered in broad terms by all that has gone before in the content of this study. What are we aiming for? A cadre of supervisors, specialists and managers of various skills and capacities to fill the known positions of responsibility in the existing organization structure, or in the modifications of it that are forecast from forward growth proposals. This is where the "position specifications" and the "requirement forecasts" come in—the full knowledge of the responsibilities delegated to different management positions makes its impact along with the expectations in management positions to be filled in the forseeable future, plus a glimpse to the farther distant future: known or expected retirements, openings for promotion, expansions of departments, growth of business activity from subsidiary enterprises, from market or export developments, from diversifications of scope. All these things foreshadow a need for better executives, and maybe, more of them; and this is the objective towards which the policy and programme of management development is being directed. "What we are aiming for" can be answered also in another way, in relation to the individual members of the company. This aim is simply stated, in recapitulation of earlier sections of this chapter: it is to give them fuller knowledge, more widely

ranging; to increase their skills in judgement and decision, in co-operation, in the use of techniques; advance their maturity in the exercise of responsibility and in the interpretation of experience. In short, it is to nurture the outline basic personal make-up and attitude into the fully effective impact of the competent manager, in the terms cited on page 181.

With the third question, "How are we faring?" comes the most difficult stage of all because it rests on the crux issue of appraisal. Two levels come in for consideration—appraisal of the progress of individual development, and assessment of overall accomplishment of the programme. In a sense, the second is but a summation of the first, for the programme is *not* having a successful outcome unless it can be shown that more better managers are proving their worth. The key to accomplishment in practice thus lies in the validity of the personal appraisals (page 188): here the major difficulty is itself found on another personal plane—that of the senior managers required to make the appraisals of the up-and-coming men themselves. To talk of "appraising" performance and effectiveness is one thing, and a simple thing at that; so is it to map out a guide-form or a questioning-check; to apply these in the practice of everyday life is something very different! Few men enjoy appraisals when they are required to be specific and reliable as the basis of what is to happen next; to record broad general and genial observations can be self-comforting, but to pin-point deficiencies offsetting strengths can be found personally embarrassing. The global assessment is next door to useless in management development programmes; only meticulous objectivity, in terms of measurement against known responsibilities and accepted targets, is of value in shaping the answer to how "we are faring," so that "where do we go from here?" can also be answered in firm recommendations. It has often been found that the personal and performance appraisal phase of a management development programme has an important by-product in the benefit that it confers on the reliability of judgement of the senior managers (and the consultants have often added that, in the early stages at least, the appraisals tell more about the senior managers making them than about the men figuring in the forms!).

Someone has to take stock periodically of the programme overall; best placed, and most intimately concerned, is the Managing Director himself, but it is understandable that he should seek to have an *aide* or adviser. To such a colleague could be delegated, too, the initial deliberations and consultations with the senior managers that alone can lead on to answering the final question, "What is there still to do?" This is, perhaps, the easiest of the questions to meet, if the foregoing three are competently in hand, for it requires but an interpretation of where the revealed or assessed deficiencies are pointing. A "management development adviser" has necessarily to be a man of wide practical management experience: as already noted, it is among the serious weaknesses of contemporary British industry that many of those who hold the title are personnel specialists, with quite inadequate competence in the talents for performance and profitability. Given such competent material, derived from a background of successful operating management practice, the adviser will be in no way at a loss to decide what else is to be done to ensure that the basic objectives are realistically attained in the adequate flow of good managers for promotion and the steady advancement of the overall average.

WHERE IS THE END?

For a management development programme there is no end. Improving management performance is a ceaseless spiral: at each phase of successful accomplishment, the standards and targets are raised. To manage a successful business and maintain its success calls for a higher standard of management competence than an average run of the mill one. The better you get, the better you have to become! It seems a hard saying—but it simply confirms the manager's role in responsibility, and the promise of rewards for achievement; they are called "rewards," but the word is wrong. The competent manager *earns* his recompense, he does not win it in a lottery or as the comfit for the bright thought! And this gives the key to the spiral: as long as he is earning he must be learning! The development of a manager goes on until he ceases to hold the role; there is no

respite, no relief, the obligation to betterment is unrelenting, unremitting. Not even age is his release; if he continues to hold the responsibility he continues the burdens of its implications—to pursue effective performance and the improvement of its performance.

He carries, too, another obligation as part of the overall interwoven responsibility of the organization as a whole: to contribute to the advancement of the on-coming cadres, to ensure the continuity of successful performance by ensuring the continuing flow of effective competence, to bring along the succeeding stream of younger managers destined one day to wear the mantles of the team at the top. This obligation carries innately a curiously measured target: the manager must do more than replace himself; *improving upon himself* will be the only acceptable fulfilment—however good *he* is! It could be a sobering stimulus to improving management performance if every senior manager would take his stand upon the principle that he has failed in his professional mission unless he has brought along behind him a manager of greater competence than he himself has been.

Such a principle will have secondary consequences of advantage to the up-and-coming managers and to the organization overall. For example, it will foster in the senior manager a better sense of responsible attitude in the guidance of his assistants, emphasizing his role in contributing to their advancement in the acquisition and interpretation of executive experience. Judgement and decision are notoriously difficult to learn through studies, and much easier to learn by wise guidance from life situations. Decision is the most important skill that the younger manager has to acquire, and the one for which his senior's support can be of the utmost value; the guidance is given not by taking the decisions for him, but by closely communing with him in a review of his reasoning and an evaluation of the logic in his assumed expectations; and perhaps more educational still, the patient and sympathetic review of the what and the why when a particular decision has proved to be a wrong one. Another beneficial consequence of the principle should be found in the senior manager's approach to the periodic appraisal of his subordinates, for he now has a serious

interest in the totting up that the appraisal involves. "Is this young man coming along well enough to reach the standard of superior competence? If not, why not? Where is he failing? And what can *I* do about making good this failure? Is the failing my fault?" Appraisals undertaken in this mood have something of a realism that can hardly otherwise be attained, and will reflect back on the way in which guidance is given in the course of the everyday working relationships. The most important guidance from a superior will be that coming from the day-to-day working process between them, provided that the superior assists his subordinate managers in a proper understanding and exercise of their roles and responsibilities, and uses opportunities for guidance when there has been a serious problem, some trouble, or other form of difficulty arising from a subordinate's failures. On occasions like these the superior has ready to hand material for bringing home the impact of personal defects or shortcomings. The superior should also ensure that the younger manager is guided in drawing benefit from contacts with other senor managers or specialists in the course of day-to-day working: for example, his role will necessarily involve him in working with the Personnel Officer or with the heads of other divisions with environments different from his own: this can be particularly true if he is involved in a development project or some other study, where the manager bases upon the background of his own knowledge and experience his contribution constructively to the evolution of particular results and achievements. In all of these everyday incidental experiences the senior manager will be absorbed in his evaluation of performance and progress as reflected in the periodical appraisals; and if the superior is objectively and, realistically exercising his guidance role, he will be valuably placed to make the appraisal an opportunity for bringing home to the younger manager lessons of particular importance in improving his competence or his attitude.

A third incidental benefit from the principle of "succession better than self" should lie in the stimulus that his attitude gives to the senior manager himself in keeping up to date and advancing his own knowledge. In accordance with the management development programme, he will be arranging for subordinates

spells of service in special project teams, in diagnostic studies, in secondments to operations research, in involvement in other forms of sophisticated technique: it would be an opportunity thrown to the winds if the senior manager did not take this prompting to become broadly familiar himself with some of the things in which his subordinates are going to become seriously knowledgeable, and maybe expert. There is a challenge to his own self-respect, if not to his sense of rectitude in advancing his own competence for improving his own management performance. These considerations apart, it may well be the case that the Managing Director is making sure that up-to-date techniques and management services are well spread through the organization, and leaves his senior managers no loophole for escaping from their learning! This, indeed, is part of the unceasing spiral referred to earlier; the "learning" that the established manager pursues is more usefully something set within his role than a "subject" in the syllabus of a course. As long as there are minds vital and zealous in the pursuit of performance and profitability there will be matter for learning: to management development there is no end!

Supplementary Note

I. PHASES OF MANAGEMENT DEVELOPMENT

As a summary *aide-mémoire* to the content of this chapter, it may be found useful to recapitulate in diagrammatic presentation the main stages of activity called for in the establishment and implementation of a management development programme.

The Background

RESPONSIBILITIES of the managerial, specialist and supervisory positions forming the organization structure.
SPECIFICATIONS of the positions defined as per the foregoing items.
REQUIREMENTS for expected future developments, including modifications in responsibilities and specifications.

Experience

DELEGATION to provide opportunity for effective performance of allotted responsibilities, with experience of interrelations arising.
VARIETY of experience in responsible circumstances through exercise of different roles or participation in varied occurrences.
MENTAL stimulation through participation in studies and projects.
HUMAN relations involvement through consultation, communication, and the nexus of co-operation.

Learning

The MANAGEMENT process and its framework.
TECHNIQUES of diagnosis and evaluation, of information, of planning and control.
ADVANCED TECHNOLOGY as and when appropriate.
VITALITY and how to attain it.

Procedure

POLICY
PROGRAMME(S)
APPRAISALS
PROMOTION DECISIONS

2. THE ROLE OF THE ADVISER

The full values of a management development programme can be harvested only if a clear policy has been set down by the Board of Directors and entrusted to the Managing Director to implement, in the knowledge that the Board will call for accounts of progress and of results. Under the Managing Director's guidance all senior managers have a role to play in translating that policy into effective action. Because of the complexity of factors combined in the full-scale programme, the top-management team in any larger business needs the support of a specialist member to advise and assist them; he should be a parallel member of the senior management team, and may well also be a member of the Board of Directors. (Whether he carries any other responsibilities, and what these are, can be determined by the specific circumstances, especially the size of the organization concerned.)

This "management development adviser" would have three main roles—

(*a*) to advise and assist the Managing Director and the Board of Directors as to policy implications and in the progressive review of the overall programme, to ensure dynamic vitality in its application;

(*b*) to advise and assist the Managing Director and the senior managers in the formulation of detailed programmes, in objective review of individual up-and-coming managers, in counselling for the difficult cases, in conducting special case-study sessions, and in keeping abreast of management thought and practice pertinent to the company's progress;

(*c*) to serve as a focal point of co-ordination for the development of management services and business diversification interests, in such a way as to ensure the interrelation

of these with the needs of individual managers in their development programmes.

This role is not to be confused with that of the Personnel Officer or Industrial Relations Department: preferably the Management Development Adviser should have *no* association with these activities, and he should certainly not have a "department" in this role. The main qualifications for selection should be a wide and penetrating knowledge of management practice, not necessarily with expertise in any one aspect. He should be competent to understand the full range of "management services" including the more sophisticated approaches currently emerging on the contemporary scene. He could legitimately and advisedly be the permanent representative of these services at senior management and/or Director level: it is in this respect that he contributes to the "business" and "methods" aspects of management development. The main desirable factors in personal make-up can be briefly summarized: a high degree of mental initiative and vitality; a personality to win and hold respect and confidence so as to promote co-operation; an assured maturity of judgement; absence of ambition for power or position so that he cannot be feared as a competitor for succession anywhere.